network principal . . .

The great Martin Luther King “had a dream”. My dream was not quite so righteous but as a principal it went along the lines of . . . I totally understand the new schools resourcing budgeting process and had my salaries and cash plans all in order; that they changed the disability resourcing allocation to be based upon needs; that I was fully aware of all the changes to my budget before they happened; that enrolment was based upon policy not business rules; that VET funding was an error; that split site co-payments had been factored into individual student allocations; that I could navigate through the employer website with ease finding everything I need with a click; that the NDIS was easy to understand; that all the MSSD money would be easy to access; that there was a plethora of quality trained relief staff to cover leave; that there was a curriculum designed for all at the state and federal level; that there was only one Ed-e-mail a week; that there were no more computer type upgrades; that we had access to programs with our partner schools as a priority; that my school psychologist was assisting with students not testing them out; that . . . then I realised that I think this is what Dr King understood.

There are so many reforms going on that we can lose sight of our core business as principals: creating enabling environments for teaching and learning to take place with accountability, acknowledgement and advice.

We have a network of over 800 colleagues who can help us achieve our goals. It is not your principal’s job to give you everything you need. You can seek support and give it – a culture of reciprocity. What is your dream whatever your
role in your school?
A case in point is the outstanding work of our PL group organising the ESSN conferences. They, and their teams—many school based—have provided us with a fantastic program. Thanks to those behind the scenes making it happen and to those staff presenting. Check out the website or Connect if you have not got your program.

I hope you have had a look at our website—it’s been revamped. We acknowledge our sponsors, and the links section has some great input from members. Our Connect Community numbers are still on the small side—have a look and get invited on. There is absolutely no reason to say you were not told or did not have your chance for input—we have e-mail distribution lists for every group as well.

You told us you wanted opportunities to communicate—they are there for your use. Your problems are often the same as others so please ask. That is what our network is about. Share your hard earned secrets and successes as well. Don’t be shy or think your voice does not matter, it does.

What also matters is the ESSN AFL Footy Tipping for 2015. It is absolutely inconceivable that last year’s winner should be allowed to do it again! Join up please: http://www.footytips.com.au/

I want the newsletter/website/Connect to be a clearinghouse; where we can put up our stuff to share. Have a look through—enjoy the articles and school stories—share with others as you wish. We are a community. We have a lot to celebrate and a lot to do. Network with your peers on the SDD in Term 2 and talk and eat—you all deserve at least a nice lunch!!!

I really was impressed with the articles in this term’s newsletter. It shows the diversity of our network and the wonderful things we offer. Enjoy reading and be involved.

Andrew Wilson, Network Principal

Canning Vale College—MSSD Distinctive School

Canning Vale College is proud to be a More Support for Students with Disability (MSSD) Department Distinctive School for the implementation and support of the new WACE Preliminary Courses.

Preliminary WACE Units were developed and introduced by the Curriculum Council in 2007 to provide recognition for learning for students with Special Education Needs in Education Support or local school settings who were not accessing ATAR pathways or Stage 1 WACE learning in years 10 - 13. These Preliminary units provided a non-competency based assessment and formal accreditation as reflected on a students’ Statement of Achievement of their individual functional life skill learning which could be delivered through a variety of Preliminary Unit learning areas. All WACE subjects and the respective content for students in Senior Secondary students underwent significant change of which school adjustment / planning compliance is required for implementation in 2015.
The college aims to support schools to meet the new requirements as set by SCSA for successful implementation of the 2015 WACE Preliminary Courses through the development of a range of comprehensive Preliminary Course teaching and learning programs, resources and ongoing collegial support.

The project has involved a range of staff from other schools, including those within the ESSN and we are pleased to report to date we have held two Professional Learning opportunities attended by over 70 staff from a range of settings across the state, have created a public Connect Community (search for P or Preliminary Courses if you are interested in more information, support or resources) and have developed over 10 comprehensive teacher curriculum packages with more to come. We are still seeking people interested in reviewing or developing curriculum packages for which relief will be provided for your services. For more information or to assist in support material development – please contact Merrilee Wright or Melissa Sarich.

By Merrilee Wright, Canning Vale College

School update . . .

Rockingham Beach ESC - Teacher Development School – Positive Partnerships

Initially the main role for our school as a teacher development school is supporting two networks (Cockburn Central Education Network and Peron South Network) to develop a consistent approach to working with students with disabilities across the network schools. Using the Positive Partnership model, we are supporting in excess of twenty schools in the two networks with the initial training in Positive Partnerships and assisting them to write and implement a school based project during semester one 2015.

The support provided by our school will extend beyond the Positive Partnerships PD so that schools can embed the practises and approaches of the Positive Partnership PD. This support will enable a whole school approach and build the capacity of teachers, education support assistants, families and the wider school community and will consist of Professional Learning opportunities including the Positive Partnership Professional Development, work shadowing, individual coaching, emails, phone calls and the use of Connect to create a community of practice within the networks.

To ensure sustainability we will be building the capacity of key schools and school leaders to become accredited Positive Partnership trainers for the Education Department.

It is envisaged that there we will be able to open up the Positive Partnerships PD and locally developed workshops to more schools during second semester.

By Margaret Keen, Rockingham Beach ESC
Koorana ESC Annual Beach Carnival

Rockingham Beach ESC and Koorana ESC joined with two other education support centres in the Rockingham area to participate in their annual beach carnival on Friday 20 March.

Students and staff took advantage of the wonderful weather to participate in games while enjoying the opportunity to make new friends and catch up with old acquaintances. The students enjoyed a number of games including sponge and bucket relays, sand play, free swim, strainer relay, tug-o-war and extreme boogie boarding. It was wonderful to witness the cooperation and team work between the students.

A fun day was had by both staff and students – it’s a toss-up as to who slept best on Friday night!

By Marion Wright, Koorana ESC

Submitted by Pam Cave
Person Centred Planning has been a main feature of the Cannington Community Education Support Centre’s (CCESC) curriculum and transition plans since 2011. At CCESC the process is referred to as Making Action Plans – MAPS.

In 2012 the school received a Career Development and Transitions Skills Grant which was implemented over a three year period. This grant provided the school with funds to:

- Train staff as facilitators for the MAP processes as Job Coaches.
- The school developed a Job Coaching Tool Kit incorporating the underlying principles of the Australian Blueprint for Career Development.
- Develop Individual Pathway Plans for every student and adapt the Career Development programs to meet the needs of students with special education needs.

An integral part of the MAP process is to involve the students’ “support community”. To help develop this community CCESC has networked with stakeholders such as Local Area Coordinators, Therapy Focus, Disability Child Protection, Polytechnic West, Central TAFE, CCI Apprenticeship Solutions, ACTIV and VETIS. CCESC staff meets the Senior Students and their support network every semester. These meetings are referred to as “MAPS”.

With the help of the school staff students identify their future goals. These goals are highlighted in an Action Plan which highlights steps the student will need to complete to achieve their desired goal.

Our school aims to improve transition planning and career development programs for our students. The school will continue to use MAP as the main tool. The Job Coaching DVD will now be implemented as a mandatory tool for workplace induction for all staff. The DVD is available for loan within the Education Support South Network.

To help students develop the skills needed to participate in Person Centred Planning discussions the school is delivering an endorsed program entitled Life Coaching in Year 10 and Career Coaching in Years 11 and 12. This endorsed program will help students understand the language used in the MAP process and give them an opportunity to reflect upon their life interests and goals before the meetings.

As a school community we are proud of the outcomes the MAP process provides for our students.

Jessica Bates, Deputy Principal
school update (cont’d)... 

Sensory Cooking at Kensington

ASDAN (UK) has re-written and turned the single Towards Independence module Meal Preparation & Cooking into three separate modules: Meal Preparation Sensory Cooking, Meal Prep Introduction and Meal Prep Progression.

Kensington has a number of students with vision impairments and those who do not eat by mouth or don’t eat much by mouth (a skill I never gained)! The Sensory Cooking module really addresses these students’ needs.

The blank portfolio pages are finished for Sensory Cooking and I am happy to forward them to anyone who would like them.

By Judy Gardner

Pushing a switch turns on the blender; that makes a big noise which can be addressed with a finger and loud song!

I can smell and feel celery even if I can’t see or eat it!

Can’t see it but I’m guessing it’s watermelon!!

How good is honey on your finger!!

Tell me again how good this is going to taste!

Well it looks okay!
Atwell College Education Support offers a comprehensive hydrotherapy program that caters for students in years 7-13 with severe and profound to mild and moderate intellectual disabilities. The program also supports students with severe mental health disorders, physical disabilities, and Autism Spectrum Disorder.

Up to 3 times a week students engage in water-based activities including stroke development and aqua fitness. Students also learn water safety and survival procedures to help build their confidence in and around the water. Students with specific therapy needs follow a tailored hydrotherapy plan in order to develop their strength, mobility and balance.

The hydrotherapy program run at Atwell College teaches independence and self-motivation and prepares students for a life outside of school that supports leisure activities and encourages physical health.

By Brendon Bleakley, Atwell College

Atwell College Education Support Learning Community runs a Workskills participation program for Senior students. The program is aimed at those students who are preparing for Work experience, currently on Work experience, or preparing to transition into the workforce.

The Workskills program is delivered in three sections. The First section comprises of a series of lessons which produces an Activity book which the student can refer to post school life. The second section, is a series of ‘hands-on’ activities’ where the aim is to replicate a working environment with sign on books and detailed records of work completed in a session. The “activity boxes” aim to improve skills and replicate similar tasks one might find in a workshop delivery centre or warehouse. All activities aim to create and encourage independence in the students. Confidence gained in these sessions is readily transferred into a regular working environment.

In the third section students are actively involved in a work project with the local community. We have a close partnership with the Lighthouse Laundry in Bibra Lake where old clean towels are made into cleaning rags and Laundry tags are also produced. The pictures highlight students busily working at these tasks.

Atwell College further aims to establish close links with the business community into the future.

By Michael Hildebrandt
Vet Coordinator
school update (cont’d). . .

Armadale Education Support Centre

Armadale Education Centre students have been busy end of Term 4 2014. They produced a commercial aimed at the harm cigarettes are doing to the youth of today when AESC was invited to participate in the Young Directors’ Festival Smarter than Smoking with 13 schools from the mainstream schools.

The commercial drew some good reviews from the judges on the good use of facts and the relevant youth themes. All in all they thought it sent out a strong message to the youth on the effects of smoking. The commercial was screened on Wednesday 12 November 2014 at the Grand Cinemas in Armadale. Our students attended the screening and won “Best Understanding of the Youth Target Group”.

On Wednesday 26th November 2014, our students showcased cigarette boxes and other artefacts, they had made advertising the harmful effects of smoking. Besides this, posters and flyers were on display at the Wellbeing Expo. Parents, students and staff had their own “Red Carpet” ceremony for the up and coming new talent of actors, actresses and file crew. The activities conclude with the Perth Glory Women’s team facilitating a soccer clinic. It was a fantastic finish to the hard of film making.

Articles were portrayed on DOE website and in the community news.

Congratulations also to our basketball players, Aiden Kaschull and Jake Nicholson who were selected to play U20 Ivor Burge National Basketball Championships in Melbourne. On 23rd February they played against teams from different states. They had a fabulous week playing against other teams. It was awesome. Well done and many thanks to their coach Chris Siligiri from Kalamunda SHS ESC.
school update (cont’d). . .

Crowdfunding on Pozible

Many members may remember the sessions run by Adam Smith at last year’s WAESPAA Conference. I listened with interest because it was about raising funds to improve school programs.

His workshop provided an opportunity for our school leaders to engage with him on the theme of bringing together education and not-for-profit organisations with private and corporate philanthropy.

We don’t need the new Student Centred Funding Model to know that the increasing costs of providing school education make it necessary to consider all means of providing students with every possible advantage in their education. Like many other schools, Carson Street is keen to make effective use of philanthropic sponsorship to enhance our academic and extracurricular programs.

To this end, when we were unsuccessful in our application to the State Government’s Chaplaincy program administered by the Department of Education, our Parents and Citizen’s Association decided to find other ways of providing this valuable resource. The school community was extremely disappointed that it was not successful since it had been funded previously for three years by the National School Chaplaincy and Community Welfare Program, and it was keen to see established programs continue.

Therefore we joined the crowd funding site **Pozible** in an effort to raise funds for the program’s continuation with the challenge to meet a target of raising a minimum of $10,000 (the amount it would cost us to employ a Community Support Officer for one day per week).

The campaign ran throughout the month of March and finished with us more than meeting our $10,000 target amount.


*John Exeter, Principal, Carson Street School*